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ABSTRACT

This paper outlines Standards of Learning for grades 6-12 students in Virginia that are covered when they attend live performances of William Shakespeare's plays. The paper details separate standards for each grade in English, subdivided into standards which fulfill requirements in Oral Language, Reading/Literature, Writing, and Research, along with suggested learning activities. (Contains 12 suggested teaching texts and 2 relevant Web sites.) (NKA)

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Virginia Standards of Learning: Grades 6 through 12 That Are Covered when Students Attend Live Performances of Shakespeare's Plays

By Cathy A. Brookshire
Organized Chaos

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VIRGINIA STANDARDS OF LEARNING
GRADES 6 THROUGH 12
THAT ARE COVERED
WHEN STUDENTS ATTEND
LIVE PERFORMANCES OF SHAKESPEARE'S PLAYS

GRADE SIX ENGLISH

Oral Language

6.1 The student will analyze oral participation in small group activities.

*Students can present individual short oral critiques of a particular aspect of the performance: Acting, directing, costuming, play's theme, individual characters

*Students can work in small groups to present a group oral critique.

*Students can discuss the experience of attending a live theatrical performance as opposed to watching a video or TV show.

*Students can evaluate each others' work on the group presentation.

6.2 The student will listen critically and express opinions in oral presentation.

*Students can compare and contrast points of view and present convincing arguments by discussing the impact of the performance on themselves. They can also discuss the performance experience, the theme(s) of the play, the quality of the acting, and the impact of the plot on individuals in the audience.

*Students can work in small groups to present or can present individually.

Reading/Literature

6.3 The student will read and learn the meanings of unfamiliar words.

*Shakespeare invented nearly 25% of the words and phrases we use today. Students can study a variety of readily available age appropriate texts on language as well as full or edited texts of the play in performance. Please see the last page for suggested research and reading materials. Students may also use this opportunity to explore unfamiliar theatrical vocabulary. Words such as "rake," and "upstage," and "fly."

6.4 The student will read a variety of fiction and non-fiction.

*Shakespeare's style as a playwright is unique. Students can compare short passages of his plays and/or sonnets and compare them to the works of modern poets and playwrights.

*Students can read an abridged version of a Shakespearean play and study how character and plot development support the central conflict or story line. For example; students can look at two characters in the play and explain how their relationship with each other moves the plot forward.

6.5 The student will demonstrate comprehension of a variety of selections.

*Students can write or present orally predictions about characters and events in an abridged scene from a Shakespeare play or from a story from one of his plays.

*They can use context clues to read unfamiliar words.

*Students can draw conclusions and make inferences about various

characters based on explicit information and implied information given by characters as they speak of other characters and events.; Characters in Shakespeare describe EVERYTHING around them because they didn't have sets. If it's night-time, for example, a character will either tell us so directly - "Tis night" - or will imply it - "Who's there?" Also, in asides and soliloquy, Shakespeare's characters provide a vast amount of information about themselves, events occurring within the play, and their feelings for other characters.

* Any writing or oral reports done on the production or on readings of or about Shakespeare must be organized by the student.

* Students can read a Shakespearean sonnet about a topic; old age, for example and compare and contrast it with a different poet's - either a contemporary of Shakespeare's or a current poet .

6.6. The student will read and write a variety of poetry.

* A great deal of Shakespeare's verse is highly visual in nature; "Let me compare thee to a summer's day." Students can describe the visual imagery created by Shakespearean language.

*Students can study a sonnet or a monologue from a Shakespearean play and describe how word choice, speaker, and imagery elicit a response from the reader.

Writing

6.7 The student will write narratives, descriptions, and explanations.

* Students might use a a variety of planning strategies to generate and organize ideas as they work in small groups to prepare oral and written descriptions or explanations of various aspects of the performance they have seen.

*They will need to establish a central idea (what area of the performance experience is the group going to focus their presentation on?), organize their presentation (what questions will they cover and who will cover them), and elaborate on the basic facts of the performance (provide detailed descriptions of the area they are reporting on).

*Students will need to use correct grammar in their presentations.

* Students may write rough drafts and work on revisions based on peer and/or teacher corrections.

* Students should edit their final copies for correct use of language and writing mechanics before presentation.

6.8 The student will use writing as a tool for learning in all subjects.

*Students can paraphrase sections of Shakespeare.

*Students can summarize the story of the play they have seen.

*Students can connect the theatricalized stories they have seen with real events today. They can explore feelings they may have in common with one or more characters. Shakespeare's characters express emotions that all of us feel from time to time; unreasonable anger, obsession, great joy.

Research

6.9 The student will select the best sources for a given purpose...

Students may look up locations given in Shakespeare's plays in atlases or on a globe. Dictionaries may be used to look up unfamiliar words. Encyclopedias and

the Net can be used to look up information on Shakespeare and England.

GRADE SEVEN ENGLISH

Oral Language

7.1 The student will give and seek information in conversations and in group discussions.

* Students can give oral presentations about various aspects of the performance they have seen. They can discuss the themes of the play, the experience of being in a group seeing a live performance, the difficulty of understanding seventeenth century English, the acting, the direction, or the various characters.

*The class can discuss the various presentations, they can ask questions and either support or disagree with statements made by the presenter.

7.2 The student will identify the relationship between a speaker's verbal and non-verbal message.

*Students can discuss how the choices actors in the play made in pitch, feeling, and tone impact on their ability to present a well-rounded and interesting character.

* Students can discuss the physical choices actors made in the performance. What were some of the choices and how helpful were they in communicating a character's feelings?

*Students can compare and contrast various actors' abilities in the above areas.

Reading/Literature

7.4 The student will use analogies, idioms, similes, and metaphors to extend understanding of word meanings.

Shakespeare's analogies, metaphors, similes, and idioms are world-renowned. Students can study his use of these and try to write their own.

7.5 The student will read a variety of fiction, nonfiction, and poetry.

*Students can read abridged Shakespearean scripts or scripts written in the vernacular and describe setting, plot structure, and theme.

*Students can study and discuss Shakespeare's style, literary form, and how those impact on the modern reader.

*Connections between Shakespeare's plays and events of the time are the subject of numerous books. Shakespeare was also a great reader and made many allusions to classical literature in his plays. Students can do Web and library research to discover and describe those connections.

7.7 The student will read a variety of poetry.

*Shakespeare's sonnets comprise some of the best poetry in the world offering excellent examples of alliteration, simile, and the use of metaphors. Students can describe his use of multiple meanings, invented phrases and sentences, and sensory or figurative language.

*Students will learn about how Shakespeare used Iambic pentameter, along

with line length and punctuation to assist the actor in his job of conveying the character's emotions and meaning.

* Shakespeare routinely used varying rhythms to establish the atmosphere of a scene, to give insight into a character's background, and to denote class.

* Students can compare and contrast Shakespeare's poems on life, old age, and love with the works of his contemporaries or with the works of current poets.

Writing

7.8 The student will develop narrative, expository, persuasive, and technical writings.

*Students can write essays on one of the following aspects of the production;

a. The experience of attending a live performance.
b. The quality of the acting in general.
c. The work of a particular actor.
d. One of the themes of the play.
e. The style of the production.
f. A particular character.
g. The relationship between two of the characters.
h. The costuming.
i. The music.

In writing these essays, students will use prewriting strategies, they will elaborate on the subject in an organized manner, they will use interesting and persuasive vocabulary and information. Students will revise their writing, edit final copies, and can use the available technology to enhance their work.

7.9 The student will apply knowledge of resources in preparing written and oral presentations.

*Students can use print and electronic sources to locate books and articles on Shakespeare, England, theatre, the Globe, Blackfriars, acting, and directing.

* When writing essays on their experience with a live performance, students can use a thesaurus to enhance their vocabulary.

* Students can use graphic organizers to organize information they will use in their writing.

*Students can learn to correctly credit secondary reference sources when researching their papers.

Research

7.10 The student will apply knowledge of resources in preparing written and oral presentations.

* Students can use print and electronic sources to locate books and articles on a variety of related subjects;Shakespeare, the play in performance, England, seventeenth - century England, acting, period clothing, etc.

* Students can use a thesaurus when writing their essays on the performance or the script.

* Graphic organizers can be used to organize information essays.

* Students will credit secondary reference sources in their writing.

GRADE EIGHT ENGLISH

Oral Language

8.1 The student will use interviewing techniques to gain information.

* In most cases, the director and actors in touring companies are available after performances for interviews - either as a group or in individual classrooms. Interviews can easily be arranged with the director. Phone interviews can also be arranged for after school hours. many theatre companies will answer e-mail questions or have excellent websites that offer information about their company. Students can prepare and ask relevant questions about such things as touring, acting, Shakespeare, learning to perform Shakespeare, writing music for performance, the costumes, directing, choreography, the stresses and strains of performance, individual characters, and the production itself.

* Students will make notes of responses.

* Students will compile and report responses

* Students will evaluate the effectiveness of the interview.

Reading/Literature

8.2 The student will apply knowledge of word origins, derivations, and idioms and will use analogies, metaphors, and similes to extend vocabulary development.

*Shakespeare's plays comprise some of the best poetry in the world offering excellent examples of alliteration, similes, analogies, and the use of metaphors. Students can describe his use of multiple meanings, invented phrases and sentences, and sensory or figurative language.

*Shakespeare invented nearly 25% of the words and phrases we use today. Students can use a variety of readily available age appropriate texts on language as well as full or edited texts of the play in performance. Please see the last page for suggested research and reading materials.

Students may also use this opportunity to explore unfamiliar theatrical vocabulary. Words such as "rake," and "upstage," and "fly."

8.3 The student will apply knowledge of the characteristics and elements of various literary forms, including short stories, essays, speeches, lyric and narrative poems, plays, and novels.

* Shakespeare wrote an enormous number of plays as well as numerous sonnets. His language is filled with symbolism. Students can use his work to study the use of symbols and figurative language.

* Students can describe inferred main ideas or themes in the play they see.

*Students can see a performance and then describe cause-effect relationships and their impact on plot.

*Students can describe how Shakespeare used characters, point of view, and tone to create meaning.

*Shakespeare was a master at providing atmosphere and characterization through his use of the poetic elements. Students can compare and contrast Shakespeare's use of all the poetic elements within a single play or with another writer's use.

*Students can study an abridged or vernacular text and explain how that script

expands or enriches their personal viewpoints or experience.

8.4 The student will comprehend what is read from a variety of sources.

* Students can draw on their own personal experiences to understand Shakespeare. It's the language that's tricky, and live performances of Shakespeare's plays give students an opportunity to see the language used in context with physical action. The stories and themes are timeless and easy to comprehend; Bigotry in *The Merchant of Venice*, the power of love in *A Midsummer Night's Dream*, the rot of jealousy in *Othello*, the tragedy brought about by lack of communication and understanding in the family in *Romeo and Juliet*..

*Students will evaluate and synthesize information from the production and from the text studied and apply that information when presenting essays or oral presentations. Teachers can use the essay subject examples given in **8.1.**

Writing

8.5 The student will write in a variety of forms, including narrative, expository and persuasive writings.

*Students can write about some aspect of the performance (see **8.1**) using prewriting strategies to generate and organize ideas.

*Students can work on elaboration and organization of facts and information while writing their essays.

*Students have a vast array of new vocabulary and information to work with in their essays.

*Students can enhance their writing, revision, and editing skills while working on essays based on the performance or the text.

GRADE NINE ENGLISH

Oral Language

9.1 The student will present and critique dramatic readings of literary selections.

*Students can select one of Shakespeare's sonnets or a monologue or scene from the Shakespearean play offered in performance for presentation.

*Students will learn to adapt their presentation forms from narrative to presentational in order to serve the sonnets or the scenes.

*Acting requires the use of both verbal and non-verbal techniques. Students will learn to use both when they present scenes from the play.

* Students will learn to critique each others "performances" of the selections.

9.2 The student will make oral presentations.

*Students will prepare and present oral presentations on the performance. They may be asked to present on a number of topics including:

The performance
The play
The acting
The costumes
The live performance experience as opposed to a video or TV performance.

Students will include definitions to increase clarity and relevant ideas to support the main idea. For example, if a student writes about the performance experience, the student might also mention how his experience was affected by the behavior of the other spectators or the quality of the acting.

* Students will use anecdotes and examples from the live performance experience to illustrate the student's main ideas.

*The student will cite information sources; the written text of the play, critical essays and commentaries, etc.

*Students will be questioned by the class after their presentations and will respond.

Reading/Literature

9.3 The student will read and analyze a variety of literature.

*Shakespeare's uses several literary forms in his plays. Students will identify the various characteristics using the text of the play offered in performance. Shakespeare was meant to be seen, not read. Students can study his use of the various literary forms from "page to stage" as the words and forms come to life for students on the stage.

* Students will write essays on the performance and or text experience and will use literary terms to describe and analyze the performance and/or the text.

*Plot, characters, setting, tone, point of view all come to life for the student during a live performance. Teachers can use the performance to point out the relationship between these elements.

*Students will explore the relationship between Shakespeare's style and the literary effect of his writing. Shakespeare uses different techniques (verse and prose) within the body of an individual play to give audiences a sense of atmosphere, of individual characters, and heightened emotions.

* Shakespeare is famous for his use of imagery, alliteration, and metaphor . Students will study the effect of his use of these techniques on the reader.

*Students will study Elizabethan England and its influence on Shakespeare and his contemporaries' work.

9.5 The student will read dramatic selections.

* Students will use the performance to help them identify the two basic parts of drama.

*Seeing a live performance of the written text will help the student to compare and contrast the elements of character, setting, and plot.

*There are few stage directions given directly in Shakespeare's work, however indirect stage directions in the body of the dialogue are ever present. The student will learn to find these and discover how these stage directions help the reader to understand a play's setting, mood, characters, plot, and theme. For example in *The Tragedy of King Lear* Glouster sets the stage for us when he says;

> Alack, the night comes on, and the high winds
> Do sorely ruffle. For many miles about
> There's scarce a bush.

The reader may imagine a barren landscape at dusk. It is chilly and a strong wind is blowing.

Writing

9.6. The student will develop ... writings to inform, explain, analyze, or entertain.

* Students will will plan and organize writing as they write essays on a variety of subjects related to the performance (please see 9.2 for some suggestions).

*Students will communicate clearly the purpose of the writing.

*Students will write clear, varied sentences.

*The theatre has a very specific vocabulary attached to it. Students will use examples of that vocabulary when writing. Examples might include; raked stage, offstage, proscenium arch, aisles, etc.

*Students will arrange paragraphs into a logical progression.

* Students will revise their writing for clarity.

*Students will edit their final copies for correct use of language, spelling, punctuation, and capitalization.

Research

9.7 The student will credit the sources of both quoted and paraphrased ideas.

*Students will distinguish their own ideas from information created or discovered by others.

Students will use a style sheet method citing secondary sources.

9.8 The student will use electronic databases to access information.

There are sites all over the net on Shakespeare and theatre. Students will identify key terms, narrow the focus of their search, and scan and select resources while working on their presentation about the live theatre experience.

GRADE TEN ENGLISH

Oral Language

10.1 The student will participate in and report small group learning activities.

*Students will form small groups to work on a presentation for the class about one or several related topics connected to the live theatrical experience. Each student will be responsible for one aspect of the group presentation. For example, a group may choose as its subject the live theatrical experience.

One member of the group will report on the reaction of the audience to the performance.

Another will discuss the difference between a live performance and a performance viewed on TV or film.

A third member of the group will discuss how live actors cope with unruly or inattentive audience members.

*Students will prepare an outline or summary of their group project.

*Each member of the group will be responsible for delivering a portion of the oral presentation.

10.2 The student will critique oral reports of small group learning activities.

*The students will evaluate their own role in the preparation and delivery of the oral reports given on the performance experience.

*Students will evaluate the effectiveness of the group process.

Reading/Literature

10.3 The student will read and critique literary works from a variety of eras in a variety of cultures.

*Shakespeare's work is still performed today because of the universal themes he explores in his plays. Students will identify universal themes prevalent in his writings.

*Students will discuss cultural archetypes in one of Shakespeare's plays.

*Students will examine one of Shakespeare's plays from several critical perspectives including the stage ability of the play.

10.5 The student will read and critique a variety of poetry.

*Students will study Shakespeare's sonnets and the poetry within his plays and how he uses rhyme, rhythm, and sound to develop atmosphere for the play as a whole or provide valuable insight into a particular character's personality, background, breeding, aspirations, and class.

*Students will compare and contrast Shakespeare's methods for affecting the emotions of readers with those of current or contemporary poets.

*Students will paraphrase the meaning of some of Shakespeare's sonnets or monologues.

10.6 The student will read and critique dramatic selections.

*Shakespeare uses asides in all his plays. Students will find it much easier to understand the purpose of asides when they see it in use on the stage.

*Students will have first hand experience seeing what a director, actor, or technical director does in theater.

* Since plays are meant to be seen, not read, students will find that they can more easily compare and contrast character development in a play with other literary forms after seeing the live performance of a play.

Writing

10.7 The student will develop a variety of writings with an emphasis on exposition.

*Students will write essays on the live performance. Below are some topic suggestions:

The performance
The play
The acting
The costumes
The live performance experience as opposed to a video or TV performance.

Students will plan and organize ideas for writing.

*Students attending the live theatrical performance will elaborate ideas clearly through word choice and vivid description of the experience.

*Students will write clear, varied sentences.

*Students will organize ideas into a logical sequence.

*Students will revise writing for clarity and content.

*Students will edit copies.

*Students will use available technology.

10.8 The student will critique professional and peer writing.

Shakespeare is "hot" these days. It is easy for students to find numerous examples of professional critiques of productions of Shakespeare's plays in newspapers (The Washington Post reports frequently on the productions at the Shakespeare Theater and the Forger) and magazines such as the New Yorker.

*Students will analyze the writing of the theater critics and their classmates.

*Students will discuss how the writing of their peers and professional theater critics accomplish their intended purpose.

*Students will suggest how writing might be improved.

*Students will explore the technique of writing critiques based on a live performance experience.

Research

10.10 The student will collect, evaluate, and organize information.

*There are numerous sources on the Net for information about Shakespeare, Theater, the new Globe in London, Elizabethan England, and Blackfriars in Staunton, Va. Students will also use written material from theater magazines, encyclopedias, scholarly dissertations, commentaries, and prefaces to organize information.

GRADE ELEVEN ENGLISH

Oral Language

11.1 The student will make persuasive presentations.

Students who see the play will prepare oral presentations using all the standards listed in this section on a variety of related topics. Below are some suggestions;

The viability of live theatre today in a world of readily accessible videos.
A theme of the play.
Do plays, and the themes they present, written by authors four hundred years ago have any relevancy to modern American life?
Differences between attending a live theatrical experience as opposed to watching a video or TV show.
A particular character in the play.
The quality of acting.
The quality of the production.
The use of costuming, sets, and lights.

11.2 The student will analyze and evaluate persuasive presentations.

Students will critique each other's presentations for accuracy, relevance, and organization of evidence.

Reading/Literature

11.3 The student will read and analyze relationships among American literature, history, and culture.

In recent years, American theatre has embraced the concept of Americanizing Shakespeare's plays. Some examples include

1. a 1999 production in Washington D.C. of "R & J" - based on "The Tragedy of Romeo and Juliet"
2. Ann-Marie Macdonald's hit play, "Goodnight Desdemona(Good Morning Juliet)"
3. "I Hate Hamlet".
4. "The Compleat Works of Wllm Shkspr, (Abridged)" by the Reduced Shakespeare Company.
5. "West Side Story"
6. "Fortinbras" by Lee Blessing
7. "The Fifteen Minute Hamlet" - Tom Stoppard

Students gain a deeper understanding of these distinctly American works after they have studied the source - the works of Shakespeare.

11.4 The student will read a variety of print material.

Students writing papers or doing group presentations on the Shakespeare Live! experience will read commentaries, critiques, prefaces, and scholarly articles to be used in their presentations.

11.5 The student will read and critique a variety of poetry.

Many modern American poets are heavily influenced by Shakespeare's plays and sonnets. Including the study of one sonnet or a monologue with your coverage of this section will assist students in identifying elements and techniques culled from Shakespeare's works by modern authors.

11.6 The student will read a variety of dramatic selections.

I have listed in **11.3** a variety of American plays that may be used by students to study the points in this section. Again, your students will gain greater insight into the way these plays work if they are familiar with the original pieces they are based on.

Writing

11.7 The student will write in a variety of forms with an emphasis on persuasion.

Students will cover all the points in this section when writing an essay on their live theatre experience.

Research

11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

Students will use the performance of the play as a springboard for writing a paper. They will use all the standards listed in this section to write the paper. Below are some examples of subjects students might cover in such a paper;

A theme of the play.
Differences between attending a live theatrical experience as opposed to watching a video or TV show.
A particular character in the play.
The quality of acting.
The quality of the production.
The use of costuming,sets, and lighting.

GRADE TWELVE ENGLISH

Oral Language

12.1 The student will make a 5-10 minute formal oral presentation.

Students will present a 5-10 minute oral presentation on one aspect of the Shakespeare Live! performance. See **12.7** for theme suggestions.

12.2 The student will evaluate formal presentations.

Students will critique the presentations.

Reading/Literature

12.3 The student will analyze the development of British literature and literature of other cultures.

Shakespeare was meant to be seen on stage, not read or watched on film. Students who see a live performance of one of Shakespeare's plays will have a greater appreciation for the subtleties and layered meanings of words and phrases, relationships and atmosphere. Movement and gestures will help the student to understand sub textual nuances.

12.5 The student will read and critique a variety of poetry.

Many modern American poets are heavily influenced by Shakespeare's plays and sonnets. Including the study of one sonnet or a monologue with your coverage of this section will assist students in identifying elements and techniques culled from Shakespeare's works by modern authors.

12.6 The student will read and critique dramatic selections from a variety of authors.

In recent years, American theatre has embraced the concept of Americanizing Shakespeare's plays. Some examples include

1. a 1999 production in Washington D.C. of "R & J" - based on "The Tragedy of Romeo and Juliet"
2. Ann-Marie Macdonald's hit play, "Goodnight Desdemona(Good Morning Juliet)"
3. "I Hate Hamlet".
4. "The Compleat Works of Wllm Shkspr, (Abridged)" by the Reduced Shakespeare Company.
5. "West Side Story"
6. "Fortinbras" by Lee Blessing
7. "The Fifteen Minute Hamlet" - Tom Stoppard
8. Rosencrantz and Guildenstern Are Dead - Tom Stoppard

Students gain a deeper understanding of these distinctly American works after they have studied the source - the works of Shakespeare.

Writing

12.7 The student will develop expository and technical writings.

Students will use the performance of the play as a springboard for writing a paper. They will use all the standards listed in this section to write the paper. Below are some examples of subjects students might cover in such a paper;

A theme of the play.
Differences between attending a live theatrical experience as opposed to watching a video or TV show.
A particular character in the play.
The quality of acting.
The difficulties of accepting a known peer as a character in a play.
The quality of the production.
The use of costuming, the lack of sets, the universal lighting.
The viability of live theatre today in a world of readily accessible videos.
Do plays, and the themes they present, written by authors four hundred years ago have any relevancy to modern American life?
Differences between attending a live theatrical experience as opposed to watching a video or TV show.
The difficulties of accepting a known peer as a character in a play.

Research

12.8 The student will write documented research papers.

Students will use libraries and the Net to put together a research paper on the play presented. Below are some questions students might cover in a research paper.

How was the performance affected by the performance space?
Shakespeare used a "thrust" stage. What is that?
How does a "thrust" stage differ from other performance spaces?
What sort of costumes did Elizabethan actors wear?
What sort of special effects might an Elizabethan/Jacobean theatre company use?
How was Shakespeare's theatre company organized?

SUGGESTED TEACHING TEXTS & NET ASSISTANCE

All of the texts listed below will be of use to the teacher. I have noted which texts are age-appropriate for language and reading difficulty and may be best used in the middle school classroom. These are only a few of the many wonderful books and websites available to share with your students.

The World of Shakespeare by Anna Claybourne & Rebecca Treays - Middle School

Discovering Shakespeare by Fredi Olster & Rick Hamilton - Middle School - This is a series. Each book covers a different play and includes an abridged version as well as a parallel vernacular version. An excellent teaching resource.

Shakespeare Set Free by Peggy O'Brien - The Folger Library - Middle School - This is part of a series. Each book covers two plays. An excellent teaching resource.

Beautiful Stories From Shakespeare - E. Nesbit - Middle School - The plots of all of Shakespeare's plays. Well written and fun to read.

Shakespeare Stories by Leon Garfield - Middle School - The stories of all the plays with illustrations. Well-written and fun to read.

The Friendly Shakespeare by Norrie Epstein - High School

Shakespeare for Dummies by John Doyle & Ray Lischner - High School

Shakespeare's Bawdy by Eric Partridge - High School

Naughty Shakespeare by Michael Macrone - High School

The Cambridge School Shakespeare - High and Middle School - Individual copies of the plays with excellent group projects, study questions, and a very clear text. Excellent for in-depth study of a particular play.

The New Folger Library Shakespeare - High School - Individual copies of the plays with excellent text , play analysis, and commentaries.

The Sonnets of William Shakespeare - Middle and High School

www.ardenshakespeare,com/ardenonline - contains the complete text of the Arden print editions, introductions by reknowned scholars, refernces, reviews, and illustrations of plays in performance, film stills, and book images. Available on a subscription basis. You might also try going to Yahoo.com and searching under "Shakespeare."

http://www.jetlink.net/~massij/shakes/index.shtml#teach

www.shenandoahshakespeare.com - This is the website for a brand new replica of the Blackfriars Theatre - Shakespeare's indoor theatre in London. It is the only such replica in the world. See this website for performance information.